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ON THE EXPERIENCE OF CREATING AN E-LEARNING TOOL FOR PROFESSIONALLY-ORIENTED ENGLISH LANGUAGE TEACHING

The article presents the author's views on the problem of developing e-learning tools for professionally-oriented teaching of English and the related difficulties of selecting theoretical and practical materials, texts, interactive tasks, as well as the choice of optimal software tools.

The development of e-learning tools for English language teaching is based on several principles that ensure their effectiveness and usability. They should take into account the individual characteristics of each user and adapt to their level of knowledge and needs, enable the user to interact with the learning materials, be accessible, user-friendly and easy to use for all users, including those with little user experience, should have an intuitive graphical interface in a pleasant colour scheme. E-learning tool should use different multimedia technologies, such as audio, video, images and animations, to enhance the learning effect and make the process more interesting and engaging for users. They should provide feedback to the user on their results and successes to help them improve their skills and English proficiency. The feedback can be either automatic, such as assessing the correct completion of tasks, or manual, by the teacher. E-learning tool should stimulate users' motivation and help them maintain their interest in learning the foreign language [1].

There are many types of electronic means of teaching English: electronic textbooks (electronic versions of traditional textbooks containing interactive tasks, video and audio materials, as well as links to additional resources), multimedia online courses (programs that provide English language teaching through the use of various multimedia formats, including video tutorials, audio files, pronunciation exercises, tests and written assignments), mobile applications (for use on mobile devices, convenient for self-study of English anywhere and at any time), video tutorials (video materials and courses created by the teacher independently, as well as network resources that can be found on platforms such as Coursera, Udemy, LinkedIn Learning, etc.), websites and blogs (online resources that they contain lessons, exercises, multimedia and language learning tips), virtual classes and conferences (online platforms that provide an opportunity to learn English in real time with a teacher on

the basis of various platforms, such as Zoom, Skype, Google Meet, etc.), interactive online services (for example, services for learning English through reading books, listening to audio and watching videos in English, services for practicing grammar, pronunciation and vocabulary), etc. All these types of electronic means of teaching English can be useful for improving English language skills, depending on the individual needs and preferences of students [2].

When developing an electronic educational publication for professionally oriented training of cadets in English according to the curriculum of the Mogilev Institute of the Ministry of Internal Affairs, we rely on the principle of optimal combination of the methods and technologies listed above, based on the available material and technical base and features of the organization of the educational process in this institution of higher education [3].

The use of electronic means of professionally oriented teaching of legal English has a number of advantages over traditional printed publications. They allow students to study legal English at a convenient time and at an acceptable pace, as well as use various learning formats, such as working with text information, thematic videos, interactive exercises. As part of the work on an electronic means of teaching English, there is an opportunity to implement an individual approach to learning, allowing students to learn the language in accordance with their needs, current level of knowledge and schedule of the educational process. At the initial stage, the creation of a high-quality electronic learning tool seems to be a very time-consuming and financially costly process. However, in the end, there is a tendency to optimize costs due to the lack of need for the periodical publication of printed textbooks. It is much easier to keep the information content of an electronic professionally oriented educational publication in English up to date by systematically making changes in connection with the updating of legislation and legal acts, as well as for other objective reasons of a socio-cultural or professional nature. The use of electronic learning tools allows students to form not only the skills of working with professionally oriented language material, but also to improve the practical skills of translating legal documents [3].

There are many platforms and computer programs that allow you to create electronic means of teaching English (for example. Articulate Storyline, Adobe Captivate, Camtasia, Moodle, Edmodo, Hot Potatoes, eXe Learning, Quizlet). The final choice of programs and platforms depends on the needs and goals of users. As part of the work on a professionally oriented English language teaching tool for students of the Mogilev Institute of the Ministry of Internal Affairs, we conducted a comparative analysis of existing freeware, the choice of the main platform was made in favor of «eXe Learning» with the possibility of integrating multimedia, as well as interactive elements created on the basis of «Hot Potatoes». Such a combination of

platforms allows to create electronic learning tools that look like a website in their structure and interface, containing text, multimedia, interactive educational information. The eXe Learning platform is free and open source, designed to create electronic textbooks and courses. It has several advantages for creating electronic textbooks in English. This software product has an intuitive interface and does not require special programming skills, which makes it accessible to a wide range of users. The eXe Learning platform allows to use many different elements in the textbook, such as text, images, audio and video files, interactive tasks, tests and much more. Textbooks created in eXe Learning can be published in various formats, including for online learning or for installation on a local computer. The undeniable advantage is the possibility of using it both on a separate personal computer without access to the network, and in remote mode with the publication placed on the server of the educational institution with access to it via the Internet or the local network of the educational institution [4].

When planning the creation of an electronic educational tool for professionally oriented teaching of legal English according to the curriculum of the Mogilev Institute of the Ministry of Internal Affairs, a choice was made in favor of a multimedia publication in the form of an electronic textbook in HTML5 format, including a full volume of text, interactive, multimedia language material. The chosen HTML5 format has the widest possibilities with relatively small system requirements of personal electronic devices. In the final version, the electronic tool is represented by a folder with files, to work with which it is enough to have an Internet browser. Each page of the textbook is represented by a separate, not too large file, which does not slow down the work of even outdated digital devices at all. In addition, the advantage of the HTML5 format is its cross-platform nature (the ability to use the e-learning tool on various digital devices with different operating systems without the need to install special software: from personal computers to smartphones, from Windows to Android) [4].

The optimal structure and content of an electronic English textbook for teaching in higher education institutions may vary depending on the specific specialty, level of complexity and learning objectives. The electronic learning tool should be organized and structured in such a way that students can easily navigate it. For example, in the electronic learning tool we are developing, all the educational material in accordance with the requirements of the curriculum is divided into 19 topics, each of which includes 3 or 4 practical lessons. In turn, each practical lesson also has a division into two blocks of materials: for classroom and for independent work. All educational material, as already noted above, includes all needed textual, lexical, grammatical, interactive and multimedia material. The abundance of educational material contributes to compliance with the principle of adaptability to different levels of students and

flexibility in choosing the pace and methods of training. Interactive lexical and grammatical tasks are developed taking into account the need to ensure uninterrupted work with the textbook even in the absence of a network connection. Thus, the e-learning tool provides training test tasks with automatic validation, but without saving the results in a database on the server. To maintain statistics of current academic performance, it is possible to use network testing with the preservation of a detailed result on the server of the educational institution or on a remote server on the Internet. The preservation and analysis of such statistics cannot be considered absolutely objective due to the risk of unfair remote execution of tasks by students without visual control by the teacher. Nevertheless, from a methodological point of view, saving the results of test tasks on the server is designed to positively affect the motivation and discipline of students [5].

For high-quality professionally oriented teaching of legal English, it is very important to correctly select text materials. Texts should be adapted to the level of language proficiency of students, contain specialized terminology, reflect current events and trends in the field of law. In addition, the texts should be diverse in genres and styles, so that students can familiarize themselves with various types of texts that they will use in their professional activities. An important aspect is the development of high-quality post-text interactive tasks that will help students consolidate the material and develop the skills of understanding and translating legal texts in English. Such tasks may include questions to understand the content of the text, exercises to fill in gaps, translation of phrases and sentences, analysis and comparison of legal terms in English and Russian. Also an important aspect is the development of tasks for independent work, which will contribute to the creative approach of students to language learning. Such tasks include writing essays, making presentations, conducting discussions on a given topic, analysing and commenting on legal texts. Such tasks will help students not only to consolidate the material, but also to develop skills of analysis and critical thinking, which will be useful for their further professional activities [5].

Theoretical and practical grammatical material is an integral part of any educational publication on a foreign language, including in the framework of professionally oriented training. While working on an electronic textbook, we came to the conclusion that the classical explanation of grammatical rules in text form is not always effective, even taking into account the clear structuring, as well as the color and font accentuation of text elements. In this regard, it was decided to create a set of brief explanations of grammatical rules in the format of short video tutorial elements with their subsequent integration into the structure of the future electronic textbook. Such a methodical technique is designed to increase the efficiency of the students' assimilation of grammatical material due to the simultaneous use of two channels of information

perception: visual and auditory. It is expected that the integration of video explanations created by a teacher can be very useful for teaching English using an electronic textbook. Video explanations allow students to hear the teacher's voice, see his/her physical gestures and facial expressions, which can help them better understand the material and improve the perception of English speech. In addition, video explanations can be useful for demonstrating examples, illustrating complex concepts and practical skills. With the help of the video, the teacher can also draw attention to the most common mistakes of students and suggest ways to correct them. However, the use of video explanations may require large amounts of data storage and loading, so it is necessary to select the optimal video formats to provide quick access to materials [6].

Consolidation of the studied grammatical material is carried out, first of all, by performing classical exercises and tests with automatic verification of the correctness of answers (online and offline). Practice has shown that the compilation of grammar tests and their integration into an electronic textbook is a very complex and time-consuming process. Tests should be integrated into the textbook in such a way that students can easily move from grammatical theory to practical exercises. There are lots of services for creating online tests and assessment of students' knowledge (for example, Google Forms, Quizlet, Moodle, ProProfs, Yandex Form). A large number of tests created on the basis of the Google Forms service are integrated into the electronic educational publication we are developing for professionally oriented English language training of future law enforcement officers [7].

Speaking about the process of creating an electronic learning tool of English, it is necessary to provide a module of information of a methodological and organizational nature (background information, recommendations for the study of the entire discipline in general and of each individual topic in particular, as well as a form for feedback from the authors of the textbook or teachers for posting reviews or real-time consultations. In addition, the experience of a temporary transition to a remote form of practical classes due to force majeure (as in the case of the recent Covid-19 pandemic) suggested that it is necessary to integrate access to a free browser-based online service for organizing video conferences into the structure of an electronic learning tool (for example, Jitsi Meet, peregovorka.by, BigBlueButton, etc.). Such services, as a rule, do not require registration, but provide a wide range of functionality for group video communication, which can be used not only for practical classes in remote form, but also for periodic consultations of students with their teacher [8].

In general, the creation of a high-quality electronic educational publication on a foreign language by teachers' own efforts is a very complex and time-consuming process that requires developers to have multi-profile skills, including a high level of professional language and methodological training in the subject, combined with confident skills of working with digital technologies not only at the user level, but also

in combination with developer skills, debugger, software tester. The final product must necessarily undergo a third-party examination in order to assess the quality of the language material, the methods of its organization and structuring, as well as the convenience of the user interface.

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Об опыте создания электронного средства профессионально ориентированного обучения английскому языку

В статье представлено мнение автора о принципах создания электронного средства профессионально ориентированного обучения английскому языку, основанное на собственном опыте разработки такого электронного учебного издания в Могилевском институте МВД. Автор рассматривает вопросы структуры и информационно-методического наполнения электронного учебника по английскому языку для будущих сотрудников правоохранительных органов. Кроме того, приведена аргументированная точка зрения на выбор программных средств разработки электронных учебников в соответствии с потребностями учебного процесса Могилевского института МВД. В качестве основных критериев автор выделяет четкую структурированность содержания, мультимедийность, аутентичность текстов, интерактивность, возможность применения для удаленного проведения практических занятий, а также методическую нацеленность на мотивацию курсантов, в том числе за счет активной самостоятельной работы с функцией автоматической проверки правильности выполнения заданий. В целом работа над электронным средством обучения английскому языку является попыткой оптимизации учебного времени за счет рационального комбинирования аудиторной и самостоятельной работы курсантов.